Magruder Middle School

Single Plan for Student Achievement (SPSA)

2018-2019

October 19, 2018

Stakeholder Input Timeline

Magruder 2018-2019

EVENT	LOCATION	DATE
SSC	Magruder Middle School Room 35	9.24.18
ELMAC	Magruder Middle School Room 21	9.24.18
Staff Development	Magruder Middle School Room 35	10.8.18
SSC	Magruder Middle School Room 35	10.12.18

TUSD LCAP Goal 1: Ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

Magruder Goal 1: Magruder Middle School will ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
ELA CAASPP (Met/Exceeded %)	6th-56% 7th-65% 8th-65% School Average 62%	6th-60% 7th-62% 8th- 70% School Average 65%
Math CAASPP (Met/Exceeded %)	6th-41% 7th-47% 8th-51% School Average 47%	6th-45% 7th-45% 8th-55% School Average 50%

Additional outcomes for students in 2018-19 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

1.1 - Actions and Services: Magruder Middle School will provide Tier 1 instruction to all students. Likewise Tier 2 interventions will be provided for students that are in a need of moderate support during the instructional day and after school while Tier 3 supports are provided for students that are in need of more intensive daily supports. This includes supports for Math and English.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
ELA Intervention Classes	68,961 16,800	Supplemental Title 1	Hire 1 FTE and offer 4 Tier 3 ELA classes for at-risk learners for each grade level and1 blended (6th-8th).	Monthly Evaluation of Student via RTI
ELA Diagnostic Software	16,247	Title 1	Purchase Achieve3000 for school wide Lexile level determination and after school intervention use.	Monthly Monitoring Reports
After School Support	16807	Central Office Title 1	ELA Literacy (via Achieve3000) twice weekly for all students below grade level Lexile level and not enrolled in a Tier 3 class ($14,000).	Monthly Evaluation of Student Progress via RTI discussion and data analysis and Lexile Score monitoring

AMP	0	N/A	Tier 2 "Academic Mastery Period" (AMP) School-Wide as a "no new instruction" tutorial period for all content areas: Social Studies (M), ELA (W), Math (TH) and Science (FRI).	Data Analysis
Homework Support After School	3,000	Central Funding 3,000	After school homework support offered 1 hour /day; 4 days per week	Sign in sheets for attendance, student use esp. With FC and Hmless population
Scholastic Subscription	1,548	Title 1	Instructional magazines to use as supplemental supporting documents for ELA, Social Studies, ELA and Math intervention classes.	Pre and Post Assessments with plan developed for students specific needs.
Core Novels Supplemental Reading Novels	429 0	Title 1 Central Office Funded	Core Novels purchased for each grade level to meet the reading interests to increase accessibility to material that is of high interest to all grade levels.	Pre and Post Assessments with plan developed for students specific needs.
Math After School Support	7969	Central Office Title 1	Tier 2 Magruder Math Academy (MMA) once weekly for each grade level	Data of student's entry and exit scores. Participants SBAC scores are cross referenced for success in the fall of 2019.
Math Intervention Classes	44,085	Title 1	Hire 1 FTE and offer Tier 3 Math classes for at-risk learner for each grade level	Monthly Evaluation of Student Progress via RTI
After School Guided Reading Support	3034	Central Office Title 1	"Double Dose" of GR for ELD A for continued growth and ELD B students that are plateauing.	Running Records
Summer Slide Book Program	1,200	Title 1	Purchase high interest books to support English Learners and English Only students who are reading below grade level for 6th and 7th grade "Summer Slide Program"	Running Records & Pre/ Post Lexile.

Library Resources	2800	Title 1	Purchase Playaways for each grade level core book and other support resources for struggling and reluctant readers.	Usage and student achievement

1.2 - Actions and Services: Magruder Middle School will provide a variety of enrichment activities for GATE and high achieving students. These opportunities will include differentiated instruction, after school activities and field trips to help support and challenge Magruder's high achieving population.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
GATE Enrichment Activities	1,265	Student Achievement	Students participate in after school enrichment GATE Activities to build collaboration and relationships amongst high achieving students.	Attendance
GATE Cohort Clusters	0	N/A	Students are scheduled in small group clusters in their ELA and Math Classes to support differentiated instruction.	Students Achievement for the Cohort Students and those enrolled in the sections.
CIMI GATE Field Trip	500	Student Achievement	GATE Students are invited to attend a 3 day trip to Catalina Island where they engage with NGSS curriculum as it relates to marine life and the topography of the island.	Attendance of GATE Activities
Orange County GATE Conf.	See Action 2.1	Supplemental	Professional Development conference focusing on "Developing the Spark Within" our GATE and High-Achieving Student	Peer discussion, lesson design and implementation, student achievement.

1.3 - Actions and Services: Magruder Middle School will provide multiple opportunities to all students to expose, educate and help prepare them for college and career readiness.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
College Week	500	Supplemental	Club members help to plan and carry out all the events for the week. They are mentors to their peers about high school and college readiness.	. Participation in activities on campus

Career and College Club	700	Supplemental	Engage students in peer to peer learning, practice leadership skills as well as learn high school and college readiness. The students go through a 2 year curriculum in which they explore careers, finances, A-G requirements, visit a college and participate in a mock college application.	Monitor Skill acquisition in building postsecondary awareness and aspirations, learning about admission requirements, types of colleges, financial aid, career options, college prep terminology and college culture. Members from the 8th grade club have a final project they present at our College Week Parent Night.
College Parent Ed Night	See Action 5.1	Title 1	Director of Administrative Operations Speaker Educates families on the various elements to prepare for college as a middle schooler as they prepare for high school.	Parent and student attendance. Feedback Survey
"Success For Teens"	0	None	Use of true stories, during AMP, to introduce and connect students with practical ideas on managing time, study skills and academic success.	Student Academic Success, Classroom Guided Conversations

Goal 2: All underperforming student groups will meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science social studies, and other disciplines such as career technical subjects and physical education.

Magruder Goal 2: Magruder will support all underperforming student groups to meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science social studies, and other disciplines such as career technical subjects and physical education

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
English Learner Performance (ELA CAASPP - Met/Exceeded %) (Math CAASPP - Met/Exceeded %)	ELA- 14% Math-19%	ELA-20% Math -20%
EL Reclassification Rate	8% 6/71	16% 12/72

Additional outcomes for students in 2018-19 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

ELA 2017-2018 2018-2019

EL	14%	20%
Hispanic	55%	58%
African American	50%	55%
Socio-Economically Disadvantaged	54%	58%
Special Education:	27%	30%

Math	2017-2018	2018-2019
EL	18%	20%
Hispanic	36%	38%
African American	33%	35%
Socio-Economically Disadvantaged	38%	40%
Special Education:	26%	27%

Physical Fitness- Healthy Fitness Zone	2017-2018	2018-2019
	48%	50%

2.1 - Actions and Services: Magruder will provide Tier 1 differentiated instruction, Tier 2 supports, during the day and after school, and Tier 3 daily supports for all underperforming students in ELA.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
ELA Intervention Classes	See Action 1.1	Supplemental Title 1	Hire 1 FTE and offer 4 Tier 3 ELA classes for at-risk learners for each grade level and1 blended (6th-8th).	Monthly Evaluation of Student via RTI
ELA Diagnostic Software	See Action 1.1	Title 1	Purchase Achieve3000 for school wide Lexile level determination and after school intervention use.	Monthly Monitoring Reports
After School Support	See Action 1.1	Central Office- Title 1	ELA Literacy (via Achieve3000) twice weekly for all students below grade level Lexile level and not enrolled in a Tier 3 class ($14,000).	Monthly Evaluation of Student Progress via RTI discussion and data analysis and Lexile Score monitoring
AMP	See Action 1.1	N/A	Tier 2 "Academic Mastery Period" (AMP) School-Wide as a "no new instruction" tutorial period for all content areas: Social Studies (M), ELA (W), Math (TH) and Science (FRI).	Data Analysis
Scholastic Subscription	See Action 1.1	Title 1	Instructional magazines to use as supplemental supporting documents for ELA, Social Studies, ELA and Math intervention classes.	Pre and Post Assessments with plan developed for

				students specific needs.
Core Novels Supplemental Reading Novels	See Action 1.1	Title 1 Central Office Funded	Core Novels purchased for each grade level to meet the reading interests to increase accessibility to material that is of high interest to all grade levels.	Pre and Post Assessments with plan developed for students specific needs.
Library Resources	See Action 1.1	Title 1	Purchase Playaways for each grade level core book and other support resources for struggling and reluctant readers.	Usage and student achievement
After School Guided Reading Support	See Action 1.1	Supplemental	“Double Dose” of GR for ELD A for continued growth and ELD B students that are plateauing.	Running Records
Summer Slide Book Program	See Action 1.1	Title 1	Purchase high interest books to support English Learners and English Only students who are reading below grade level for 6th and 7th grade “Summer Slide Program”	Running Records & Pre/ Post Lexile.
Instructional Supplies	1349	Title 1	Whiteboards for ELA classes and dry erase markers for all students to use in all classes for active practice, quick checks and classwork	Student achievement, teacher documentation of progress.

2.2 - Actions and Services: Magruder will provide Tier 1 differentiated instruction, Tier 2 supports, during the day and after school, and Tier 3 daily supports for all underperforming students in Math.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
After School Support	See Action 1.1	Central Office-Title 1	Tier 2 Magruder Math Academy (MMA) once weekly for each grade level	Data of student’s entry and exit scores. Participants SBAC scores are cross referenced for success in the fall of 2019.
Math Intervention Classes	See Action 1.1	Central Office-Title 1	Hire 1 FTE and offer Tier 3 Math classes for at-risk learner for each grade level	Monthly Evaluation of Student Progress via RTI

Scholastic Subscription	See Action 1.1	Title 1	Instructional magazines to use as supplemental supporting documents for ELA, Social Studies, ELA and Math intervention classes.	Pre and Post Assessments with plan developed for students specific needs.
AMP	See Action 1.1	N/A	Tier 2 "Academic Mastery Period" (AMP) School-Wide as a "no new instruction" tutorial period for all content areas: Social Studies (M), ELA (W), Math (TH) and Science (FRI).	Data Analysis
After School Guided Reading Support	See Action 1.1	Supplemental	“Double Dose” of GR for ELD A for continued growth and ELD B students that are plateauing.	Running Records
Summer Slide Book Program	See Action 1.1	Title 1	Purchase high interest books to support English Learners and English Only students who are reading below grade level for 6th and 7th grade “Summer Slide Program”	Running Records & Pre/ Post Lexile.
ELA Diagnostic Software	See Action 1.1	Title 1	Purchase Achieve3000 for school wide Lexile level determination and after school intervention use.	Monthly Monitoring Reports

2.3 - Actions and Services: Magruder will provide all underperforming student groups to meet or exceed standards in a rigorous curriculum that includes science social studies, and other disciplines such as career technical subjects and physical education in purchasing equipment, software, supplemental materials to help deliver quality hands on experiences for all students. .

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Physical Education Equipment	$550	Student Achievement	Supplies and equipment for students to use for a comprehensive physical education curriculum.	Data from assessments in class on skill acquisition
Lab Supplies	$500	Title 1	Student will have lab materials for hands on educational science experiences.	Data from Science Assessments
ELA Diagnostic Software	See Action 1.1	Title 1	Purchase Achieve3000 for school wide Lexile level determination and after school intervention use.	Monthly Monitoring Reports
Scholastic Subscription	See Action 1.1	Title 1	Instructional magazines to use as supplemental supporting documents for Math intervention classes.	Pre and Post Assessments with plan developed for students specific needs.
AMP	See	N/A	Tier 2 "Academic Mastery Period" (AMP) School-Wide as a "no new	Data Analysis

	Action 1.1		instruction" tutorial period for all content areas: Social Studies (M), ELA (W), Math (TH) and Science (FRI).	
Computer lab	15,000	Title 1	Purchase Chromebases to increase the access of technology to all students especially our SED student, homeless and foster cares	Use of computers during school and after school.
After School Support	See Action 1.1	Central Office- Title 1	Tier 2 Magruder Math Academy (MMA) once weekly for each grade level	Data of student's entry and exit scores. Participants SBAC scores are cross referenced for success in the fall of 2019.
Math Intervention Classes	See Action 1.1	Central Office- Title 1	Hire 1 FTE and offer Tier 3 Math classes for at-risk learner for each grade level	Monthly Evaluation of Student Progress via RTI
Operation Back to School	3,500	Title 1	Host Operation Back To School (OBS) -120 incoming grade 6 students to spend 3 days on campus during August to ensure a successful transition into middle school and meet with Grade 7 and 8 Mentors students. Service for students include receiving supplies, locker distribution and mentor sessions.	Monitor Progress of attendees vs. non-attendees

Goal 3: Implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.

Magruder Goal 3: Magruder will implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
Percent of teachers who participate in regular and on-going PLC's in implementing all standards, effective instruction, and student learning.	100%	100

Additional outcomes for *school/teachers* in 2018-19 (*based on* yellow, orange, red areas, and underperforming subgroups/grade levels *as indicated in Goals 1 & 2*):

100 % of teachers will continue to be members of teams that meet weekly in answering the 4 questions of PLC.
100% of teachers will have clarity on the “tight and loose” of PLC to help best support their individual team needs.
Content Specific Release time will be offered for all teachers to have a significant amount of time to work as a team in the PLC process.
PBIS training will be opened up to new team members to help broaden the scope of implementation across campus.
Summer PD trainings will be used to implement new curriculum, strategies and skills in Math, ELA with all students including a strong focus for our significant subgroups.

3.1 - Actions and Services :Magruder Middle School will support teachers in the PLC process.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Weekly PLC Meetings	0	N/A	All content teams will meet during PLC designated time to review, reflect and redesign as needed on the calendared component of the PLC cycle.	CES/CFA shared with Administration
Content Specific Release Time	3,000	Supplemental	Collaborative release days to develop Tier 1 lessons for all content areas.	Lesson Implementation Data Collection
PBIS Trainings	0	Central Office Funded	Trainings will guide PBIS coaches and leadership team members in the education and implementation of PBIS.	Data on teacher and student participation. Discipline data reports from Power School and SWIS
GATE Trainings	0	Central Office Funded	The GATE teacher lead training involves going over the purpose and enrichment topics for the 6 after school sessions. As well as materials and strategies to use for these sessions. We practice and plan each sessions. We also go over differentiation and support for gifted students in the classroom.	Lesson Implementation and Differentiation

3.2 - Actions and Services: Magruder Middle School will support sustainable professional development.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Summer TUSD Professional Development Trainings	5,085	Title 1	Teachers participated in a variety of summer workshops to deepen their practice for instruction. GATE lesson design, intervention classes and Math support are topics included in the workshops.	Teachers implement practices in classes

				throughout the school year with follow meetings to extend training.
Conferences	1000	Supplemental	Content area TEAM will have the opportunity to attend content-specific workshop and conferences.	Follow up Meetings- Implementation of Newly Learned Practices

3.3 - Actions and Services: Magruder will support in the efforts to retain and develop highly qualified teachers.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Teacher Meeting	0	N/A	Each Year 2 teacher will meet biweekly with the Principal for support, progress monitoring and to ensure students have access to a guaranteed and viable curriculum.	Google Docs Log for Notes of Meetings and Progress
Triad Meetings	0	N/A	Open dialogue with Induction Support Providers for Year 2 teachers to ensure a cohesive support system.	Google Docs Log for Notes of Meetings and Progress
Bi-weekly Meetings with Coordinators	0	N/A	Each coordinator will meet with administration to share and coordinate for monitoring of the program progress and needs that may arise.	Google Docs Log for Notes of Meetings and Progress
Instructional Resources	138	Title 1	Resources books to help support and implement innovative ideas for Special Education teacher with SAI ELA instruction.	Student Achievement, Meetings with Admin to discuss lessons implement and student progress.

Goal 4: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.

Magruder Goal 4: Magruder will provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
Attendance Rate	96.35%	97%
Suspension Rate	Raw Number :59	Raw Number: 35
School Climate Survey - Local Indicator*		

Additional outcomes for students in 2018-19 (including yellow, orange, red areas, and underperforming subgroups/grade levels):
Decrease the number of Hispanic, Socioeconomically Disadvantaged, Black/African American, and English Only students being suspended by 10%
Increase the number of students acknowledged in PBIS reward incentives in all grade levels by 15%.

4.1 - Actions and Services: Magruder will educate, implement and reinforce our practices of PBIS with all students and staff. This will be the foundation for a positive and safe school climate that focuses on learning and a positive school culture.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
PBIS Behavior Expectations	0	N/A	Revised PBIS lessons delivered via AMP period, for first 10 days of school.	Data entered into PowerSchool and SWIS on campus incidents
PBIS Recognition	500	Title 1	Expansion of PBIS to improve the behavioral interventions for all students, as well as provide a means for regular progress monitoring. PBIS coordinator and school counselor will implement a cohesive student reward program that supports and recognizes students who are demonstrating appropriate behaviors that support our school-wide and classroom matrix.	Data entered into PowerSchool and SWIS on campus incidents
SWIS	0	District Funded	PBIS Coordinator will be trained and utilize SWIS to collect data on referrals to help assess needs as trends and pattern are found.	Monthly Reports Analysis
School Safety Professional Development	See Action 2.1	Title 1	LACOE professional development to add support to ensure student safety.	Implementation of new ideas into school plan and practice drills on campus.

4.2 - Actions and Services: Magruder will provide a school environment which cultivates emotional security.				
Activities/Expenditures	**Budgeted Amount**	**Funding Source**	**Description**	**Progress Monitored via:**
Gameapalooza	0	N/A	Weekly opportunity for all student to meet new people, play games and socialize in the confines of the counseling office.	Monthly student feedback surveys
School Counseling and Social Worker Interns	0	N/A	Meetings with all new transfer students to Magruder as they enter school and provide direct counseling services to students	Monitor Progress and follow up meetings.
Renaissance Club	500	Title 1	Student recognition program for students that reach specific academic achievement marks and make significant progress in their grades. Students are recognized each quarter and earn teacher perks, rewards and are invited to special school events.	Quarterly Updates on Participants
Operation Back to School	See Action 2.3	Title 1	Host Operation Back To School (OBS) -120 incoming grade 6 students to spend 3 days on campus during August to ensure a successful transition into middle school and meet with Grade 7 and 8 Mentors students. Service for students include receiving supplies, locker distribution and mentor sessions.	Monitor Progress of attendees vs. non-attendees
Parent-Student-Admin Meetings	0	N/A	Parent/ student/ Admin/ Counselor meeting upon return when a student is suspended.	Individual Discipline Data
Safety Survey	0	N/A	Student take a pre and post survey on their feelings on safety levels on campus and on their trip to and from school. Students that indicate they have concerns on their survey meet with the counselor to discuss their concerns and strategies to help them feel more safe.	Pre and Post Assessments
Why Try	300	Supplemental	The WhyTry Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success	Instruction of Why Try with at risk students, beginning with special education students. Monitor frequency and duration of incidences as they engage in the program.
Juvenile Diversion	0	N/A	The Torrance Juvenile Diversion Program combines a unique blend of mental health professionals and police personnel working together to provide a wide range of intervention and prevention	Collect data, monitor frequency and

			programs.Referrals to parents as student behaviors increase, especially with those in our high risk population.	duration of incidences as they participate in the program.
Parent Classes	0	N/A	Recommendations for parents to participate in parenting classes for those that children are exhibiting at risk behaviors. These are available through the city of Torrance at a nominal cost for families.	Collect data, monitor frequency and duration of incidences as parents participate in the program.
NHS JROTC	0	N/A	Students are referred to Saturday morning tutoring via the NHS JROTC.	Behavior and academic monitoring

4.3 - Actions and Services: Magruder will provide a school environment which facilitates responsible decision making where students feel connected and engaged in school.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Attendance Monitoring	0	N/A	Principal will monitor attendance patterns with mechanisms in place for progressive action when chronic absenteeism occurs.	Attendance Records
After School Programs and Clubs: Supplies and Teacher Hourly	3936 200	Student Achievement Supplemental	Extra-Curricular Clubs Hourly Wages (Drama, MathCounts, Garden Guru) and Student Council, Supplies in efforts to engagement in current core content areas.	Assess and compare Participation Rates to previous years, Quarterly Student Surveys
Robotics and STEM Competition Teams: Supplies and Teacher Hourly	3,700	Torrance Refinery Grant and TEF Grans	Offer STEM-Related Competition Teams (Robotics TEAM, MathCounts TEAM and Science Olympiad TEAM) in an effort to engage students in STEM activities which will then translate into higher enrollment in Honors and AP classes at the high school.	Assess and compare Participation Rates to previous years, Quarterly Student Surveys

Goal 5: Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.

Magruder Goal 5: Magruder will improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
Parent Engagement Local Indicator (parent participation in SSC, ELMAC, and parent event attendance)	SSC-100% attendance ELMAC- 40/71= 56% Back To School Night: 58% (320/554) Parent Ed Math Night 22% (118/554)	SSC-100% attendance ELMAC-50/ 72=70% Back to School Night: 60% (350/ 583) Parent Ed Nights: 35%(204 /583)

Additional outcomes for students in 2018-19 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

Increase attendance of parent events with focus on EL, Hispanics, African American, Socio-Economically Disadvantaged and Special Education families by 10% overall.

5.1 - Actions and Services: Magruder increase parent communication by use of Monthly Memos, regularly sent emails, translated documents, personal invites to families of various subgroups to campus events.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Parent Communication	0	N/A	Parent Education and Support- Continue Parent Education and New to Magruder parent nights; Monthly Memo school communication from Principal. Parent survey to determine high interest topics of parents to guide the planning of Parent Ed Nights to increased attendance and participation.	Participation rate recorded and reviewed.
Translation Services	405	Title 1	Provide a translator for ELMAC, all Parent Education Nights and evening school events.	Comparative analysis of attendance and usage
Parent Attendance to Events	0	N/A	Increase attendance for school site Back to School Night, ELMAC meetings, Parent Ed Nights, Toy Faire, Parent Conferences, Awards Events, SOMA and	Sign in sheets at all events

			Open House through various parent communication methods. Invite Food Trucks to attend the event for increased family participation.	
Parent and Community Outreach	2,500	Title 1	Increase the number of Parent Outreach and Engagement opportunities to monthly thematic events. Provide opportunities for before and after school events to increase parental involvement including STEM Night; Magruder Movie Night, Awards Night; discus open campus visitation possibility and coffee with the Principal. Spring Parent Survey for follow up on the the overall years progress and events.	Attendance rates, follow up communication and survey to build for upcoming events.
Parent Visits to Classrooms	0	N/A	Parents are invited to visit classrooms to observe their children and become more familiar with the classroom instruction and learning.	Interest, Attendance, Follow up conversations with parents, student behavior choices post visit.
Parent Invites to Events	0	N/A	Invites to various subgroup families for parent events from service providers, translators and emails.	Attendance Data from sign in sheets.
PIQE	6,000	Title 1	9 week Parent Education program with the focus of increasing parent engagement and participation on campus.	Attendance, Student improvement, data from parent events

APPENDIX A
Annual Review and Analysis of Progress
(for 2017-2018 SPSA)

GOAL #1:

Identified Need	Action/Service	Expenditure	Expected Outcomes

Systematic, bi-weekly support for Year 2 teachers in content delivery, differentiation and classroom management. Collaboration with administrators and support provider with a focus on lesson design and delivery for year 2 teachers.Synthesis of prior experiences in the classroom with current expectations. Bi-weekly meetings with teachers in coordinator positions with administration to discuss progress and needs for the specific programs they services (PBIS, ELD and RTI). Weekly meetings for support of newly assigned Assistant Principal for conversations on instructional coaching rounds, observation and growth in the position.	Weekly and bi-weekly meeting	11,126	Increased communication & collaboration with supports for new teachers, coordinators and administration..
Analysis of Results. What happened and why? What else did you notice?	Meetings were held with regularity and made a priority for all participants. Note were not as thoroughly kept as planned. New teachers meeting with admin communicated the support helped in all areas of academics, classroom management and logistical concerns. Coordinators were supported and had a better grasp of expectations than they had in previous years.		
Changes in actions/ services as a result of these outcomes.	Meetings will continue. Notes will be kept with more accuracy with more classroom observations in order to increase classroom support to teachers.		

GOAL #2:

Identified Need	Action/Service	Expenditure	Expected Outcomes

Continued collaboration around site Core Values, Core Beliefs, and PLC with reflection and responses to previous implementation steps with an additional week added to the cycle for greater cross-curricular and grade level collaboration. Increased collaboration with ELD and other core teachers for support of ELD students 8th grade NGSS teacher training Teachers will continue to be supported in the development of their craft with supports on collaboration, lesson design and the PLC process.	Weekly PLC Meetings Conferences Release Days TOSA Visits Summer PD 8th Grade NGSS Training	12,000	Increased collaboration time for teachers will increase student success and models expectations of collaboration in the classroom. 100% of teachers will review Critical / Essential Skills with their Content Team monthly with adjustments according to data analysis. 100% of teachers will review Common Formative assessment with their Content Team monthly with data analysis to make edits where are needed. 100% of teachers will discuss necessary and appropriate supports for ALL students by grade-level and with Content monthly; 100% of teachers will analyze data from Common Formative Assessment monthly; ELD teachers will increase collaboration with content teachers as Critical Essential Skills help guide mini-lessons in designated support classes. 8th grade teachers will participate in NGSS training for the NGSS training continuum to be complete for a comprehensive experience for all students in the NGSS standards.
Analysis of Results. What happened and why? What else did you notice?	All of these actions occurred and and the expected outcomes were met. This is the result of teachers being committed to the PLC process. The support of ELA via the ELD teachers during PLC was a significant help for educators and students alike.		
Changes in actions/ services as a result of these outcomes.	The PLC process will continue the structure will continue with more emphasis on the tight vs. loose. For example a work product will continue to be due however the pacing of this will varying depending upon where each team finds themselves.		

GOAL #3:

Identified Need	Action/Service	Expenditure	Expected Outcomes
As determined by 2016-2017 CAASP Met or Exceeded SBAC Standards in ELA 60% of current grade 6 70% of current grade 7 72% of current grade 8 23% of current ELD 58% of current Hispanic 55% of current African American 58% of current Socio-Economically Disadvantaged MATH students who Meet or Exceed SBAC standards: 43% of current grade 6 46% of current grade 7 59% of current grade 8 17% of current ELD 37% of current Hispanic 24% of current African American 41% of current Socio-Economically Disadvantaged 48% of Grade 7 students achieved HFZ scores in 5 out of 6 targets as determined by the PFT.	ELA & Math Intervention Classes ELA Diagnostic Software ELA & Math FTE ELA Math & ELD After school Support Classes AMP Study Hut Scholastic Subscriptions Summer Slide Program Magruder Fit Club	164,000	ELA students who Meet or Exceed SBAC standards to: Grade 6- 56%; Grade 7- 66%; Grade 8- 76% ELL subgroup students to 30% Hispanic subgroup students to 63%. African American subgroup students to 60% SED subgroup students to 62% MATH students who Meet or Exceed SBAC standards to: Grade 6- 45%; Grade 7- 50%; Grade 8- 52% Hispanic subgroup students to 45% African American subgroup students to 30% SED subgroup students to 45% Increase to 60% the percentage of 7th grade students achieving HFZ targets in at least 5 out of 6 areas
Analysis of Results. What happened and why? What else did you notice?	MATH (met/exceeded): 6th GRADE: 47% 7th GRADE: 45% 8th GRADE: 53% 2 of 3 cohorts increased: 6th (+8 to 54 %) 7th (+6 to 59%) 8th grade decreased (-9 to 55%) ELA (met/exceeded): 6th GRADE: 47% 7th GRADE: 45% 8th GRADE: 53%		

Changes in actions/ services as a result of these outcomes.		:	ELA: After school intervention classes redesigned for 4 days per week for grades 7 and 8 with rotating cohorts. 6th grade met 2 days per week. Students attending ELA ASI that met or exceeded the standards 6th grade 48% 7th & 8th grade 43% Revisit the CES/ CFA after data analysis that have been created with focus on the various claims that students struggled with on CAASPP PLC teams were modified to be a better fit for stronger collaboration.

GOAL #4:

Identified Need	Action/Service	Expenditure	Expected Outcomes
School wide Incidents: 350 School Suspension:42 Students absent for 10+ days for the year: 53 Students with Disabilities : 11 were suspended of 71; 15.5% Student Participation in Renaissance:330 Student Recognition in PBIS: 230 Staff Participation in PBIS: 22 of 30 staff	PBIS Implementation SWIS Implementation Gameapalooza Renaissance Club OBS Student Notebook & Planner Supplied Juvenile Diversion After School Programs & Clubs	23,000	2017-2018 decrease the number of School wide incidents to 275 School suspension to 25 Students with Disabilities suspension to a maximum of 8% 2017-2018 Increase Student Participation in Renaissance to 375 Student Recognition in PBIS to 400 Staff Participation in PBIS to 27 of 30 staff
Analysis of Results. What happened and why? What else did you notice?	PBIS Staff Participation increased to 100%. The purpose of the program seems to be understood by more staff a it continues to be implemented. Student Recognition increased with more “drawings” and an increase in student enthusiasm with rewards. Renaissance students participation Suspensions and Incidences increased. Minor incidences were being recorded with more specificity.. Suspensions increased with sub groups.		

Changes in actions/ services as a result of these outcomes.	Parent meetings will occur with students when behaviors are reported to be problematic immediately. Attendance will be monitored weekly by administration. Rewards will be expanded to staff to continue encouraged participation. Classroom observations will be a focal point for administration to help reinforce an academic and learning focus for all.

APPENDIX B
Magruder
Budget Summary Worksheet
2018-2019

Funding Source:		Supp.	SA	Title I	Total	District Contrib.
2018-2019 Allocation:		94322	5701	135405	192318	
Focus Area Category #1 Professional Development	Goal #					
Professional Development Release Days	3.1	3000				
Conferences	3.2 & 1.2	1000				
Summer Professional Development	3.1			5085		
Professional Development Instructional Resource				138		
Focus Area Category #2 Instruction	Goal #					
ELA FTE	1.1 & 2.1	68961		16800		
Achieve 3000	1.2, 2.1, 2.2 & 2.3			16247		
ELA & Math & H.W After School Support	1.1 & 2.1 2.2 & 2.3	2,000		26,000		
ELD GR After School Support	1.2, 2.1 & 2.2	3034				
Scholastic Subscriptions	1.1 ,2.1, 2.2 &2.3			1548		
Core Novels - Supplemental Reading Novels	1.1 & 2.1			429		500
½ Math Teacher FTE	1.1, 2.1, 2.2 & 2.3			44085		
GATE After School Activities Hourly Wages	1.2		1265			
CIMI Field Trip Chaperones	1.2		500			
Career & College Club, College Week, College Night	1.4	1320				
Library Resources	1.1 & 2.1			2800		
Instructional Supplies	2.1			1349		
Lab Supplies	2.3			500		

Physical Education Supplies	**2.3**			**550**		
Summer Slide	**1.1**			**1,200**		
Focus Area Category #3 School Culture	**Goal #**					
Club hourly wages and supplies	**4.3**	**200**	**3936**			
Operation Back to School	**4.2**			**3500**		
Why Try?	**4.2**			**300**		
Renaissance Club	**4.2**			**500**		
PBIS	**4.1**			**500**		
Focus Area Category #4 Parent Involvement	**Goal #**					
Translation Services	**5.1**			**405**		
Parent Ed Nights	**5.1**			**2500**		
	TOTAL BALANCE:	**94322**	**5701**	**135405**	**192318**	

APPENDIX C

Magruder Middle School
School Site Council Membership

2018-2019

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Names of Members	Principal	Teacher	Staff	Parent or Community	Student
Lisa Nunes	x				
Caitlyn Thompson		x			
Monica Schwafaty		x			
Bobbie Ann Hart		x			
Christine Barker		x			
Catherine Tanski			x		
Jason South				x	
Dena Babb				x	
Nathan South					x
Casey Babb					x
Don Hendricks (Administrative Alternate)					
Category Totals	1	4	1	2	1

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

APPENDIX D
Magruder Middle School
Recommendations and Assurances

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply)***:

✓ School Advisory Committee for State Compensatory Education Programs

✓ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other ***(list)*** Staff

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the District Local Control Accountability Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Lisa Nunes Typed name of school principal	Lisa L Nunes Signature of school principal	10/12/18 Date
Bobbie Ann Hart Typed name of SSC chairperson	Bobbie Ann Hart Signature of SSC chairperson	10/18/18 Date

APPENDIX E

TUSD LCAP Data Table
2018-2019

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Indicator (CCI)	55%	*55%*	57%	59%
Graduation Rate	Very High (95%)	*Maintain Very High (96%)*	Maintain Very High (97%)	Maintain Very High (97%)
Local Indicator - Percent of students with sufficient materials	100% (Met)	*100% (Met)*	100% (Met)	100% (Met)
Healthy Fitness Zone (HFZ) for 5th grade	72.9% (2015-16)	*75%*	76%	77%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Dashboard (K-8)	High	*High*	Maintain High	Maintain High
Math Dashboard (K-8)	High	*High*	Maintain High	Maintain High
ELA CAASPP (K-8)	63% (met/exceeded)	*65%*	67%	69%
Math CAASPP (K-8)	55% (met/exceeded)	*59%*	60%	61%
English Learner Progress	Medium	*High*	Maintain High	Maintain High

EL Reclassification	10.6% (2016-17)	*12%*	14%	15%
AP Exam Pass Rate	71% (2015-16)	*72%*	73%	74%
CSU/UC A-G Rate	55% (2015-16)	*57%*	59%	60%
EAP for ELA: EAP for Math	72% (2015-16); 57% (2015-16)	*74%;* *59%*	76%; 61%	78%; 63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fully Credentialed & teaching in field	100% (2016-17)	*100%*	100%	100%
Percent of teachers with ELD Authorization	100% (2016-17)	*100%*	100%	100%
Filling all Open Positions	92% (2016-17)	*100%*	100%	100%
Implementation of Standards Local Indicator	Met	*Met*	Met	Met
Percent of students taught by teachers who participate regularly in PLC's and Professional Development	100%	*100%*	100%	100%
Percent of teachers who participate in regular and on-going PLC's in implementing all standards, effective instruction, and student learning.	100%	*100%*	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	96%	*96%*	Maintain 96% or higher	Maintain 96% or higher

Suspension Rate	1.9%	*1.7%*	Maintain or decrease from 1.7%	Maintain or decrease from 1.7%
Expulsion Rate	0.1%	*0.1%*	Maintain or decrease from 0.1%	Maintain or decrease from 0.1%
Chronic Absenteeism	0.5%	*0.5%*	Maintain or decrease from 0.5%	Maintain or decrease from 0.5%
Middle School Dropout	0.04%	*0.04%*	Maintain or decrease from 0.04%	Maintain or decrease from 0.04%
High School Dropout	0.18%	*0.3%*	Maintain or decrease from 0.3%	Maintain or decrease from 0.3%
School Climate - Local Indicator*	Met	*Met - 76%* *(ES - 79%; MS - 79%; HS - 72%)*	Met (Maintain or increase by 1%)	Met (Maintain or increase by 1%)
Percent of Schools with facilities in good repair	100%	*100%*	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement Local Indicator	Met	*Met (see below)* *12 parents = average school committee participation;* *24 parents = average district-level committee participation;* *590 parents = average district-level workshop attendance*	Met (increase participation by 2% in all categories)	Met (increase participation by 2% in all categories)